

St William's Catholic Primary School



Special Educational Needs & Disability Policy

At St William's Catholic Primary School our core values underpin every aspect of school life.

Mission Statement:

*"By following Jesus' example, standing side by side,
we will nurture each other to fulfil our hopes and dreams."*

Legal Framework:

The following policy complies with the statutory requirements laid out in the SEND code of Practice 0-25, (July 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996 and 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.1. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

1.2. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- Data Protection Policy
- Records Management Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy- including addendum
- Exclusion Policy
- Behavioural Policy- including addendum.
- Complaints Procedures Policy
- Accessibility Plan

Information about the SEND Leader:

SEND Lead: Mrs. Rebecca Liptrot

National Award for SEND achieved: Awaiting pCLAE to complete NPQ

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SEND Governors: Mr. S. Kehoe

Prepared/reviewed by: Mrs. R Liptrot **Date:** September 2025

Approved by the Governing Body:

Signature of chair: Mr. J Warburton

Date:

(This policy will be reviewed annually.)

Next review date: September 2026

Section 1: Basic information about SEND provision

Principles and objectives:

We have regard to the definition of SEND stated in the 'SEND Code of Practice', 1:3

'Children have SEND if they have a learning difficulty which calls for special education provision to be made for them.'

Children have a learning difficulty if they:

- ✚ have a significantly greater difficulty in learning than the majority of children of the same age; or
- ✚ have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within our area of the LA

Notes: *Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

Section 2: Aims and Objectives:

All teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response....(DfES 2001)

St William's Catholic Primary School is an inclusive school and welcomes all pupils including those with SEND. We firmly believe that all class teachers are teachers of children with Special Educational Needs (SEND) and are responsible through first quality teaching for meeting their needs with the advice and support of the school's SEND Coordinator, learning support staff and external professionals.

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can develop and reach their potential.

In order to achieve this, we will:

- ✚ Work within the guidance provided in the DfE's 'SEND Code of Practice 0-25 years'.
- ✚ Create an environment in which all pupils feel happy, valued members of our Christian Community, who are included in the life of the school.
- ✚ Provide a secure environment for children's educational, spiritual and emotional development.

- ✚ Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- ✚ Maintain a fully inclusive environment that meets the special educational needs of each child in order to ensure that children with SEND are fully integrated into the life of the school and the curriculum.
- ✚ Ensure that all children's needs are identified and assessed as early as possible so that appropriate action can be taken.
- ✚ Work closely with all parents to ensure that pupils' special educational needs are identified and assessed and that strategies are developed to meet those needs so that they are provided with opportunities to develop in all aspects of the curriculum.
- ✚ Monitor the progress of children with SEND to ensure that the curriculum is suitably adapted to their unique needs, providing an opportunity for all children to reach their full potential.
- ✚ Work in cooperation and productive partnerships with other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- ✚ Provide support and advice for all staff working with special educational needs pupils.
- ✚ Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- ✚ Ensure that reasonable adjustments are made where possible to enable all children to have full access to all elements of the school and curriculum.

3. Roles and Responsibilities:

The **governing board** will be responsible for:

- + Ensuring that communication with SEND pupils and their parents takes pCLAE when drawing up policies that affect them.
- + Ensuring that appropriate provision for all pupils with SEND, whether or not they have an EHC plan is provided.
- + Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- + Appointing a designated teacher for CLA, where appropriate.
- + Supporting reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- + Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the **Equality Policy**.
- + Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- + Supporting the preparation of the **Accessibility Plan**, showing how the school intends to progressively improve access over time.
- + Supporting the development of complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- + Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- + Ensuring arrangements are in pCLAE to support pupils at school with medical conditions, in line with the school's **Supporting Pupils with Medical Conditions Policy**.
- + Cooperating with the LA in drawing up and reviewing the Local Offer.
- + Appointing an individual governor to oversee the school's arrangements for SEND.
- + Supporting the preparing of the SEND information report and publishing it on the website.

The **Headteacher** will be responsible for:

- + Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in pCLAE to meet them.
- + Ensuring that teachers monitor and review pupils' progress during the academic year.
- + Cooperating with the LA during annual EHC plan reviews.
- + Ensuring that the **SENDCo** has sufficient time and resources to carry out their functions.
- + Providing the **SENDCo** with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- + Assisting the **governing board** in appointing a designated teacher for CLA, who will work closely with the **SENDCo** to ensure that the needs of the pupils are fully understood by relevant school staff.
- + Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

- ✚ Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- ✚ Ensuring teachers have an established understanding of different types of SEND.
- ✚ Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- ✚ Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- ✚ Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- ✚ Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- ✚ Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's **Confidentiality Policy**.
- ✚ Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- ✚ Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- ✚ Ensuring that the **SENDCo** is provided with training, with an emphasis on mental health.

The **SENDCo** will be responsible for:

- ✚ Collaborating with the **governing board** and **Headteacher**, as part of the **SLT**, to determine the strategic development of the SEND policy and provision in the school.
- ✚ Working with the relevant governors and the **Headteacher** to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- ✚ The day-to-day operation and implementation of the SEND policy.
- ✚ Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- ✚ Liaising with the relevant, designated teachers where CLA have SEND.
- ✚ Advising on a graduated approach to providing SEND support.
- ✚ Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- ✚ Liaising with the parents of pupils with SEND.
- ✚ Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- ✚ Being a key point of contact for external agencies, especially the LA and LA support services.
- ✚ Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- ✚ Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- ✚ Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

- ✚ Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- ✚ Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's **Data Protection Policy**.
- ✚ Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- ✚ In collaboration with the **Headteacher**, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- ✚ Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- ✚ Providing training to relevant class teachers.
- ✚ Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

Teachers will be responsible for:

- ✚ Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the **SENDCo** and, where appropriate, the pupils themselves.
- ✚ Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- ✚ Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- ✚ Ensuring every pupil with SEND is able to study the full national curriculum.
- ✚ Being accountable for the progress and development of the pupils in their class.
- ✚ Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- ✚ Understanding and implementing strategies to identify and support vulnerable pupils with the support of the **SENDCo**.
- ✚ Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the **Headteacher**.

Section 4: Identifying children with Special Educational Needs at St. William's:

For this policy, a pupil is defined as having SEND if they have a:

- + Significantly greater difficulty in learning than most others of the same age.
- + Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.
- + Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Definition of Need:

There are four broad areas of need:

- + Communication and interaction.
- + Cognition and learning.
- + Social, emotional and mental health difficulties.
- + Sensory and/or physical needs.

Communication and interaction

- + Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.
- + The school recognises that:
 - Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
 - The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.
- + The **SENDCo** will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

- + Pupils with learning difficulties may require support - the school will offer learning support suited to individual needs to the best of our ability.

- ✚ The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.
- ✚ Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

- ✚ Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement strategies to support pupils with these difficulties or draw on expert advice when necessary.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

When identifying children with SEND, St William's will first consider what is not SEND, but rather the factors which impact on progress and attainment:

- ✓ Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- ✓ Attendance and Punctuality
- ✓ Health and Welfare
- ✓ EAL
- ✓ Being in receipt of Pupil Premium Grant
- ✓ Being a Child Looked After
- ✓ Being a child of Serviceman/woman

Section 5: A Graduated Approach to SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes place in the form of a four-part-cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

According to the SEND Code of Practice 2014, a 'Graduated Approach' is defined as:

"a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

St William's Catholic Primary School provides a graduated approach to supporting pupils with a special education need.

Step 1 - Whole school (Wave 1)

As stated within the SEND Code of Practice (2014), *"high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less."* All teachers provide high quality first teaching. This includes differentiation by task, response, resource and outcome. Outstanding teaching is at the centre of what we do to ensure engagement is increased for all pupils. All pupils are assessed at regular intervals through the whole school assessment cycle.

Step 2 - Progress Concerns

Where staff have evidence that certain children are still not making adequate progress, this is addressed and discussed with the SENDCo- assessment data and intervention outcomes will be discussed. Pupil progress meetings are conducted in light of all children, however school members are encouraged to express their concerns at the earliest opportunity.

Concerns may also be raised by parents/carers.

Prior to a referral to an outside agency, all members of staff are expected to follow step one of the graduated response; quality first teaching, effective differentiation and intervention including the sharing of information with subject leaders, support staff and parents/carers.

The SEND Code of Practice 2014 describes 'adequate progress' as progress which:

- ✓ is similar to that of peers starting from the same baseline;
- ✓ matches or betters the child's previous rate of progress;
- ✓ closes the attainment gap between the child and their peers;
- ✓ prevents the attainment gap growing wider'

Step 3 - SEND Support

If a special educational need is identified, the pupil concerned will be pCLAE'd on the SEND support register. This identification will lead to four types of action to be taken. Consultation with parents/carers/pupils will take pCLAE as appropriate.

This intervention will follow the structure of:

1. Assess (SEND Code of Practice 6.45-6.47)

In identifying a child as needing SEND support, the class teacher, working with the setting SENDCo and the child's parents, will carry out an analysis of the child's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This initial assessment is reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in pCLAE and their effect is developed. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers e.g. TESS or from health, social services or other agencies beyond the setting. These children will then be noted as receiving SEND support +. Where professionals are not already working with the setting, the SENDCo will contact them, with the parents' agreement.

Specialist service support can come from a wide variety of sources, including:

- School Outreach Service
- Start Well
- Visual Impairment Services
- TESS Team (Targeted Educational Support Service)
- CAMHS
- Educational Psychologist Service
- Occupational Therapists
- Physiotherapists
- Speech and Language
- Dragonflies Mobile Multi-Sensory Therapy
- MHST

2. Plan (SEND Code of Practice 6.48-6.51)

Where it is decided that SEND support/SEND support + is needed, the pupil's parents/carers are formally notified.

The teacher and the SENDCo agree in consultation with the parents/carers, the specific outcomes they are seeking, the adjustments, interventions and support to be put in pCLAE, as well as the expected impact on progress, development or behaviour and a clear date for review.

Wherever possible, plans take into account the views of the child. The support and intervention provided are selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

At this point, any related staff development needs are to be identified and addressed.

Following this, all teachers and support staff who work with the pupil are made aware of the child's specific needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on pupil SEND support plans and class provision maps which highlight the support that is additional to and different from that which is offered through the school's curriculum.

Individual SEND Support Plans:

A proportion of the pupils on the SEND Support register will have a SEND Support Plan which provides detailed information on a pupil's needs, strategies, targets to support needs and provision available. Pupil Plans are compiled after evidence is gathered through discussions with staff and analysis of assessment data. All pupil plans are to be reviewed regularly, in order to review and measure impact of identified provision. (The frequency of reviews may vary from pupil to pupil depending on their levels of need.)

SEND Support Plans are discussed at termly whole staff meetings, in order to plan and evaluate provision collaboratively; such reviews include Learning Support Assistants.

If a pupil has made the necessary progress and/or their barriers to learning have been removed, the pupil will be taken off the SEND support register, likewise, if limited progress is noted, support and advice will be sought by the school from relevant external agencies. (These records will be kept up to date on SIMS.)

**For some children with additional needs, a SEND Support Plan may not be necessary. This will be decided through discussion with the SEND Coordinator/ SLT.*

3. Do (Wave 2 and 3) (SEND Code of Practice 6.52)

The class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of SEND support.

The SENDCO supports the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Where interventions involve group or one-to-one teaching away from the class teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will then support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review (SEND Code of Practice 6.53-6.55)

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated by the class teacher and SENDCo, along with the child's parents/carers, taking into account the child's views where possible. This will feed back into the analysis of the child's needs. The class teacher, working with the SENDCo, will then revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child. Parents will be provided with clear information about the impact of the support and interventions provided through meetings with the class teacher and SENDCo; together, they will then plan the next steps.

This cycle of action (Assess, Plan, Do, Review) is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents are engaged with the school, contributing their insights to assessment and planning. Intended outcomes are shared with parents and reviewed with them, along with action taken by the setting, at agreed times. The graduated approach is led and co-ordinated by the relevant SENDCo working with and supporting individual practitioners in the setting.

Step 4 - Education Health and Care Plans (Wave 4)

Children who still make very little progress, despite steps one to three may have more complex needs. If a pupil is considered to have complex needs and requires more additional support than the school can reasonably provide within its own budget, the SENDCo liaises with external agencies and parents/carers to request a formal assessment for an Education Health and Care Plan. Further information on the Education Health and Care Plan procedure can be found on the Wigan Council's Higher Expectations for All' website:

<https://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>

Where a child has an EHC plan, the local authority **must** review that plan at a minimum every twelve months. Therefore, for any child that has an EHC Plan, St William's Catholic Primary School will hold an annual review meeting within the time constraints as advised by the LA. (Four weeks prior to the previous.)

For those children with an EHC plan entering their final year at St. William's, a transition review will be held in the autumn term of Year Six. St. William's will aim to invite any relevant high school professionals in order to achieve a smooth transition and will support any additional transition visits and preparation felt necessary.

Managing Pupils needs on the SEND register...

Step 1- Whole School High Quality First Teaching

Step 2 Progress Concerns - Differentiation and Intervention

Step 3 - SEND Support

	What	Who	When/How
Assess	Initial concern	Class teacher/Parents/SENDCo/Pupil	✚ Professional dialogue ✚ Discussions with parents ✚ Pupil Progress meetings
	Targeted support/interventions	Class teacher and/or Teaching Assistants	Support may include: ✚ 1:1 support/group support ✚ Classroom positioning ✚ Coloured overlays
	Referral to outside agencies	SENDCo	✚ Following discussion and consent from parents (verbal consent may at times be the only requirement)
Plan	Parents informed about intention to make additional provision	Class teacher	✚ Meeting/discussion with parents
	Pupil added to SEND Support register	SENDCo	✚ As required
	SEND Support plan written (if deemed necessary)	Class teacher in consultation with TA's and SEND Coordinator.	✚ SEND Support Plan written in conjunction with parents. Copies given to parents to ensure continuity between home and school
Do	Intervention towards SEND Support targets/as stated on SEND Support Plan	Delivered by Teaching Assistant; supervised by class teacher	✚ As specified on SEND Support Plan
	Revision of SEND Support targets	All involved	✚ As and when necessary (when targets are met/adjusted)
	Professional Development	Teachers/Teaching Assistants accessing relevant training tailored to whole school/class/individual pupil needs	✚ As and when required
	SEND Support	Class teacher/Parents/SENDCo/Pupil	✚ Reviewed three times per year ✚ In exceptional circumstances plans may be reviewed more frequently.

Step 4 - Education, Health, Care Plan (EHC)

If the decision is made to pCLAE a pupil on the SEND register under the category SEND Support or SEND Support +, the SENDCo is responsible for co-ordinating the support offered to the pupil and seeking advice and making referrals to outside agencies. The class teacher remains responsible for reviewing progress, setting targets, feeding back to pupils and reporting to parents.

It is never our intention to keep pupils on the register indefinitely and if sufficient progress has been made and the child is consistently meeting their targets, the child may be removed from the SEND support register. If it is felt that a child needs more support the decision may be made to apply for statutory assessment and the child may become subject to an Education, Health and Care (EHC) plan (Step 4) which will specify in greater detail what needs to be provided in order for the child's needs to be met.

Individual pupil progress for SEND pupils will be monitored in line with the whole school assessment policy.

Section 6: Criteria for exiting the SEN&D register.

Children's progress will be monitored and discussed at termly planning meetings. When children meet the criteria to maintain criteria, a period of monitoring will follow to ensure learners do not experience any dip in relation to the outcomes they have secured. Following this, a judgement will then be made regarding the exit of the register in consultation with all relevant parties, on most occasions this will include the SEND Coordinator, Class Teacher and SLT. Those children identified as requiring monitoring will be shared with relevant subject Coordinators.

Section 7: supporting pupils and families:

Wigan Local Authority publishes a Local Offer describing information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. The link to the local offer can be found on the school website.

The Local Offer has two key purposes:

- ✚ To provide clear, up-to-date information about available provision and how to access it.
- ✚ To make sure that the provision is responsive to local needs and aspirations by directly involving children and young people, their families and service providers in development and review of the offer.

Parents/carers who wish to have a copy of the authority's local offer can request this from school or visit the following website:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

St William's Catholic Primary School is supported by the Local Authority to ensure that the needs of all children with special educational needs or disabilities are met. In line with the Special Educational Needs and Disability Regulations 2014, St William's Catholic Primary School has published a SEND Information Report (Local Offer) in order to inform parents/carers about how the needs of children with SEN/D are met.

Parents/carers who wish to have a copy of St William's SEND Information report (local offer) can request this from school, contact the school's SENDCo via the 'contact us page' or visit the school website:

[SEND \(saintwilliams.wigan.sch.uk\)](http://saintwilliams.wigan.sch.uk)

Admission Arrangements See Admissions Policy.

Assessment:

Class teachers of children assess individual abilities and take into account progress in all areas of development in order to make a decision of whether children with SEND should partake in formal assessments. Where it is decided that a child would benefit from special arrangements / will not take part in the assessment, the Headteacher ensures that the government guidelines listed in the Assessment and Reporting Arrangements are followed.

For those children identified as working significantly 'Below' age related expectations, alternative approaches to assessing small steps of progress will be implemented. At St. William's the following is used:

- ✓ B-Squared Progression Steps (For those children displaying functional Literacy difficulties/ showing significant delays in their Social and Emotional development.)

Transition Arrangements:

St William's ensures that all children with SEND are fully supported during all transitions to guarantee that each individual's unique needs are met.

Early Years - All parents/carers for children starting Nursery or Reception receive a school prospectus and are invited to a parent meeting in the summer term. At this meeting parents receive lots of information about our school and the specifics of what a typical day in Nursery/Reception will look like. There are opportunities to ask any questions you may have and to have a tour of the classroom, outdoor environment and whole school. Parents are also given a direct email address which can be used to ask any questions, along with the school's telephone number, prior to a child starting with us.

For children who are starting in Reception class but have attended a different Nursery, our staff will visit them in their current Nursery setting to informally observe them and discuss their strengths and next steps with their key worker. All feeder Nurseries will also provide school with a transition document indicating your child's attainment and next steps.

During the summer term, 'Taster' sessions are provided in which we invite your child to visit their new setting for a morning or afternoon. Home visits are also arranged by both Nursery and Reception staff. During our home visits we will discuss any concerns/important information about your child, including any SEND needs.

If required, an ASQ questionnaire is used to formulate discussions around the child's development-areas of strength/ areas for development.

- All results and targets set for your child within each year group will be passed on to their next class teacher, enabling them to plan and differentiate work and activities appropriately. To support transition from EYFS to Year 1, each child's Characteristics of Effective Learning are shared with their new teacher(s). Transition meetings are held in the summer term in order for current and next class teacher to liaise accordingly.

Children with ASD:

For children with ASC, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face. Furthermore, additional visits to the new base classroom are provided in order to reduce anxiety levels.

Transition to high school:

When children are preparing to leave St William's for high school, they become very familiar with their chosen setting in regular meetings and transition events. St William's works closely with the school liaison officers and the SENDCo's of feeder high schools in order to ensure that the transition is as smooth as possible. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then a Statement/EHC review will be used as a transition meeting during which we will invite staff from both schools to attend.

Children from another school setting:

If a child is joining St William's from another school setting, we ask their previous school to pass on assessment information in addition to any other information that will help the transition and planning process for the child coming to school. Similarly, if the child leaves St William's to go to another school setting, all assessment information and other relevant details are passed on. Transition meetings between children's previous and new teaching staff are held in order to ensure that the child's needs would continue to be met in their new setting.

Section 8: Supporting pupils in our school with medical conditions.

School recognise that they have a duty under the 'Children and Families Act 2014' to ensure all pupils with medical conditions are appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case St. William's will comply with the duties underpinned in the Equality Act 2010. Where children also have SEND, St William's endeavour to ensure provision is planned and delivered in a co-ordinated way and will regard the statutory guidance, '*Supporting pupils at school with medical conditions*' highly when doing so.

When a child is diagnosed with a medical condition, it is important that school are made aware of any medication which may need administration during the school day. If medication administration is required, the guidance detailed in the school's 'Managing Medical Conditions Policy' will be adhered to.

If a child is diagnosed with a long term medical condition, a Health Care Plan will be devised in conjunction with the school nurse and parent/guardian of the child. This plan will be shared with relevant members of staff.

The SENDCo or First Aid Lead will arrange staff training sessions when necessary, as a way of heightening staff awareness and confidence in regards to dealing with specific medical conditions. (Such sessions may be arranged through the school nurse team or alternative external agencies.)

Medicines such as inhalers, will be carried on all school trips and visits and an appropriate risk assessment will be completed and checked by the Headteacher. When children do take part in off-site visits, a trained first aider will accompany with a first aid kit.

Section 9: Training and resources.

- ✚ Relevant staff members will keep up-to-date with any necessary training, provided by the SENDCo, as well as external agencies.
- ✚ Training will cover both the mental and physical needs of pupils with SEND.
- ✚ The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- ✚ Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.
- ✚ During staff induction, all staff will receive SEND training.

Training for new members of staff will include the following:

- ✚ Identifying SEND in pupils
- ✚ Liaising with the school's SENDCo
- ✚ Implementing support measures and monitoring the success of these
- ✚ De-escalation techniques
- ✚ Restraining techniques
- ✚ How to develop peaceful learning environments
- ✚ How to develop lessons so they are engaging for pupils with varying forms of SEND
- ✚ Reasonable adjustments
- ✚ How to help with emotional development

Section 10: Early Years pupils with SEND

- ✚ The school will ensure all staff who work with young children (of early years age) are alert to emerging difficulties and respond early.
- ✚ The school will ensure staff listen and understand when parents express concerns about their child's development.
- ✚ The school will ensure liaison with the local authority's Early Years and Child Care Team is carried out.
- ✚ The school will listen to any concerns raised by children themselves.
- ✚ The school will ensure that:

- ✚ Children with SEND get the support that they need.
- ✚ Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- ✚ Parents are informed when the school makes special educational provision for their child.

Section 11: Storing and managing information.

All SEND related documents will be stored securely in order to ensure confidentiality is maintained.

See confidentiality policy for further information.

Section 12: Accessibility.

Accessibility of the school environment

- ✚ Where necessary, ramps have been installed to support access;
- ✚ We ensure that equipment used is accessible to all children, regardless of their needs;
- ✚ Before and after school provision is accessible to all children, including those with SEND
- ✚ Extra-curricular activities are accessible for all children with SEND;
- ✚ A large medical room with disabled showering, changing and toilet facilities is available and a further disabled toilet is located in the entrance area;
- ✚ All furniture is the correct size for the children using it
- ✚ There are 2 accessible parking spaces on the staff and visitor's car park at the front of the building;
- ✚ All areas of school have been risk assessed and personalised risk assessments are carried out for a child when/ if necessary- school work with the local authority's health & safety on these occasions;
- ✚ School policies and curriculum information is available to view via the school website or hard copies are available from the school office- a translator is also available on the school website;
- ✚ Specialised equipment is purchased and provided for those children who have been identified as needing it;
- ✚ Resources such as coloured overlays are available to alleviate visual stress;
- ✚ Pencil grips and writing slopes are available to alleviate pain for those children with hypermobility or dyspraxia;

Building adaptations / special facilities See Accessibility Plan on the school website for further details.

Section 13: Complaints Procedure

Parents or children who are dissatisfied with any aspect of the SEND support offered at St. William's should raise their concerns/issues:

- ✚ In the first instance to the SENDCo, Mrs. Liptrot or Headteacher, Mrs Ellis;
- ✚ If the parent is still unhappy, the parent can put concerns in writing to the Chairperson of the Governing Body, Mrs. John Warburton;

 Following the Complaints Procedure, further appeal can be made to Wigan Council.

(See the school's Complaints Policy on the school website for additional information regarding complaints procedures.)

Section 14:

Glossary of Terms

EHCP / EHCP- Education health care plan

LA- Local authority

SENDCo- Special educational needs and disability co-ordinator

SEND- Special educational needs and disability

TESS- Targeted educational support service

Reviewed date: September 2025

Next review: September 2026